# Colony Petition Booklet

**Colony Petition Submission as of:**

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## Petition Overview

The petition is the formal document your colony will submit to the General Fraternity and the High Council. While the petition will serve as a case for your colony to be chartered, it should also serve as a piece of history for your chapter; a document that will preserve the memory of the hard work and dedication invested into (re)establishing this chapter of Sigma Nu Fraternity. The petition will encompass the Colony Petition Booklet and Petition Appendix, supporting documents and descriptions of the colony's operations and achievements.

Although it will be a significant project and a representation of the colony, the petition is not the final work of the colony. Rather, it will show the work needed to become a Rock Chapter. The petition is also practice for the Pursuit of Excellence Program (PEP), from which the Chartering Criteria is derived, and what needs to be maintained and improved upon to become a Rock Chapter.

The petition also sets the colony up to be a successful chapter. Operationally, little should change with the gaining of the charter. It is important to impress upon the colony to work for the charter, but not to make it the end goal.

# Overview and Instructions

## Overview

The Colony Petition Booklet should be completed by the colony's Petitioning/Pursuit of Excellence committee, or another committee appointed by the colony. It is suggested that the Lt. Commander serve on this committee, preferably as the chair. The committee should complete the booklet using the information created throughout the colony period.

Please refer to the Colony Petition Guide before completing/updating this booklet. The guide describes the petition and chartering process, step-by-step instructions for filling out the booklet, instructions for putting together the supporting documents and appendix that will accompany the booklet, and facilitator notes for involving the colony in a discussion about its accomplishments and achievement of the chartering criteria.

**The colony's submission should include the completed petition booklet and ALL supporting documentation provided as an appendix. Submissions should be emailed to the Director of Expansion. Petition drafts are due by final exam week each term.**

## Instructions

1. Determine the committee or individuals tasked with completing and submitting the Colony Petition Booklet.
2. Review the Colony Petition Guide and work with the Petitioning Committee and Colony members to answer the included discussion questions (these match the questions asked later in this booklet).
3. Task individuals with creating and/or acquiring any needed supporting documentation in a digital format for the appendix. Set a date for all supporting documentation to be turned in to the committee or individuals completing the petition booklet and appendix.
4. Petitioning Committee completes the booklet using the information created by the colony as part of the discussion session from the Petition Guide and that was created/collected throughout the colony period.
   a. Download this form (Booklet) **and work from local copy** (*working in web version without downloading first may not save progress*). **Use only Adobe Reader to complete.**
   b. Fill in all editable fields, including colony name on cover.
   c. Check boxes in each section for documentation being provided.
5. Email completed booklet and appendix to the Director of Expansion for review.
   a. If booklet and appendix (supporting documents) exceed 25MB:
      i. Spread your submission over multiple email messages, ensuring each message does not exceed 25MB total, **OR**
      ii. Upload submission to a third-party service such as **Dropbox** or **Google Drive** and email a download link.
   b. All submissions will receive a confirmation email indicating receipt. The Director of Expansion will work with the committee to review each submission draft until it is final and ready to be submitted to the High Council.

### Supporting Documentation

For each section and subcategory that follows, answer the questions in the space provided **based on the colony's operations since the start of the colony period.** *For items not yet completed by the time of submission (e.g., grades) provide the complementary statistic from the prior year, noting such.* If more space is needed, attach additional information as a supplement.

At the end of each section is a listing of supporting documentation that should also be included in the colony's submission as part of the Appendix. Please note each supporting document included by checking the appropriate box. **All supporting documentation is required to fulfill the chartering criteria.**

Supporting documents should be submitted as an organized Appendix at the same time as the Petition Booklet.

The end of this booklet also includes a full checklist of Appendix items to include.

Where explanations or supporting documentation call for specific records from each term of an academic year (e.g., grade reports) please use the two most recently completed terms.

# Values-Based Leadership

*Sigma Nu transforms society through the commitment of its members to the Fraternity's founding principles, leadership, and ethical living.*

Values-Based Leadership focuses on the role that chapters/colonies and their members play in the communities in which they are embedded. As current and future leaders, we must model exemplary citizenship and create positive environments.

## Service and Philanthropy

*Future leaders are transformative throughout the communities they interface with. Service to others, through the donation of time, talent, and treasure, is a core mechanism for creating leaders and engaged citizens in their local community.*

### KEY DEFINITIONS

- **Service** – giving of your time and talent to directly benefit another or an organization. This includes efforts like assisting with a Habitat for Humanity build, serving as a big brother/mentor to a child, helping school children with after-school tutoring, working at a food bank, and related activities. **The purpose of these activities is directly assisting some other person or organization through your volunteer work.**
- **Philanthropy** – giving of your treasure. This includes the colony's efforts to raise money for charitable organizations (e.g., letter writing for St. Jude; raising money for, and participating in, Dance Marathon; colony or member donations to a local or national cause). **The purpose of these activities is to raise funds for another person or organization.** *Do not count member participation in fundraising or competitions and celebrations related to philanthropy as "service hours."*
  - Both service and philanthropy are equally important endeavors that allow chapters/colonies and members to give back to the local, national, or global community. Each has its own benefits, and both should be valued and undertaken by Sigma Nu members and chapters/colonies.

### SERVICE AND PHILANTHROPY INVENTORY:

#### Section 1: Totals (all colony and individual service and philanthropic endeavors)

*Totals here should be reflective of participation and contributions included in Section II (below). Include an account of individual service and donations to supplement the totals listed below. The **Service and Philanthropy Tracking Sheet** or similar documentation is suggested.*

**FALL**

| # of Members | Total # of Hours Served | Total $ Donated |
|---|---|---|
| | Hours per Member | $ per Member |

**SPRING**

| # of Members | Total # of Hours Served | Total $ Donated |
|---|---|---|
| | Hours per Member | $ per Member |

## Section II: Community Service Participation and Philanthropic Contributions

Use the boxes below to provide specific totals raised through colony planned/led efforts to benefit philanthropic organizations/causes. Indicate the name of the event, organizations/causes the colony worked with this year, and dollars raised. *If additional space is needed, provide information on additional organizations/causes as a supplemental document.*

**Only events <u>hosted by the colony</u> should be reported here. Events that the colony participated in but were hosted by another student or community organization should be reported in question 4 (below).**

| | Event Name | Charity Benefited | Date of Event | $ Raised |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

## Founders' Month of Service (FMoS)

Describe how the colony impacted its local community during the month of April (FMoS) and/or hosted a discussion with colony members on the importance of service.

**1.** How does the colony incorporate education about the causes of the service and philanthropic group(s) it helps? Explain any educational or awareness promotion efforts (e.g., brochures, flyers, or a speaker on the issue).

2. How did the colony incorporate periodic reflection **after service and philanthropic activities** to help members process the experience and help them better understand the impact of their service and philanthropic activities as it relates to the values and purpose of the Fraternity?

3. Which **community/campus service-oriented** and **philanthropic events** did the **colony plan**? Indicate and describe events held and the months in which those events took place (e.g., colony planned a 5K event that raised $2,000 for local animal shelter in April). Include a detailed description of how colony members were involved in and planned/executed each event.

4. Which **community/campus service-oriented** and **philanthropic events** did the **colony participate in**? Indicate events participated in, months in which those events took place, and describe the colony's participation in each event (e.g., colony fielded a team that fundraised $500 and participated in the campus dance marathon in February). Include a detailed description of how colony members participated in each event.

**5.** How did the colony educate its members on the importance of servant leadership (e.g., did the colony conduct LEAD Phase I Session 11 on Community Service or some other workshop to explain the importance and benefits of servant leadership)?

**6.** How did the colony collaborate with other student organizations on campus (fraternity/sorority or other) on any projects? Indicate which groups were worked with on each project.

**7.** Describe the colony's participation in the **1869 Club** – the collegiate giving society of the Sigma Nu Educational Foundation, a key philanthropic organization to support the collegiate fraternity experience for current and future Sigma Nu Brothers (e.g., did the colony participate in the annual **"Chapter Challenge"** and/or have individual members joined the 1869 Club)?

**8.** Explain the **individual community service** conducted by each of your members. Indicate any service efforts done outside of colony-sponsored activities.

9. What does the colony do to instill the value of lifelong service in its members?

10. What **local non-profit organization(s)** does the colony support? Describe the partnership and how often the colony engages with the non-profit organization (e.g., each month 5 members work with the local Habitat for Humanity office on a community build site, each week 3 members walk dogs at the local animal shelter).

11. How does the colony advocate on behalf of the causes of the service and philanthropic group(s) it helps? Explain any awareness promotion efforts (e.g., social media campaign) to help others in the community understand the importance of supporting these causes.

12. How has the colony incorporated best practices into its operations in this area? Best practices could come from the Best Practices Library, other chapters and organizations, or additional sources. If citing from the **Best Practices Library,** please reference the practice #; for example, Service and Philanthropy #1.

## APPENDIX ITEMS FOR SERVICE AND PHILANTHROPY

Record of community service hours per member, with a description of the service project(s) – **Service and Philanthropy Tracking Sheet** or similar.

**Service and Philanthropy Action Plan**

## Campus Leadership

*Members of the Fraternity enhance their host institution by becoming engaged as leaders in campus and interfraternal activities and organizations. Through their leadership, members advance the purpose of both the Fraternity and their institution. This is recognized as a contribution to the greater good.*

1. Describe the colony's participation in both **Greek and non-Greek** campus sponsored activities and leadership development programs this academic year. Which activities/programs did a majority of the colony attend or participate in?

2. What role(s) do members of the colony serve in **other campus organizations**?

Percentage of members involved in other campus organizations.

3. Has the colony failed to meet any IFC expectations/requirements in the past year (e.g., attending IFC meetings, colony attendance at educational programs, recruitment protocols)? If yes, please explain.

**4.** Explain the colony's relationship with the campus fraternity/sorority advisor and other campus faculty, staff, and administration. Does colony leadership meet with the fraternity/sorority advisor on a regular basis? How are other campus administrators used as resources?

**5.** How does the colony encourage individual members to become involved on campus? What expectations or assistance is given to members to become involved in other organizations or campus programs? Are members required to be involved in one or more other campus or community organization?

**6.** Do any colony members hold an elected position on the Interfraternity Council (IFC)?

If so, list the names of the members, positions held, and when their terms end.

**7.** How do individual members of the colony **serve as leaders within the campus community**? Include the percentage of colony members who hold leadership positions in other student organizations or campus programs in your answer. Also list those members and organizations/programs.

Percentage of members in leadership positions in other campus organizations.

8.  Has the colony hosted any **campus-wide events or programs** this year? If so, describe the event and attendance.

9.  List any awards or recognition the colony has received for its **involvement on campus** in the past year.

10. List any awards or recognition the colony has received through **campus or interfraternal awards programs** in the past year.

11. How has the colony been a leading voice on issues facing the fraternity/sorority community?

12. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library,** other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Campus Leadership #1.

### APPENDIX ITEMS FOR CAMPUS LEADERSHIP

Letter(s) verifying participation from sponsor or attendance certificate for campus-wide leadership development program.

Colony roster including organizational involvement. Indicate leadership positions where appropriate.

**Campus Leadership Action Plan**

## Values Congruent Environments

*The physical and social environments created by the Fraternity foster positive growth and development and the establishment of lifelong friendships. This includes the promotion of a safe and healthy lifestyle. The chapter/colony will foster a brotherhood that respects the dignity of people while embracing the free exchange of ideas.*

**1.** Has the colony been in violation of The Law of Sigma Nu Fraternity, Inc., the *Risk Reduction Policy*, or College/University policy in the past year? If yes, please explain.

**2.** How does the colony promote safe and healthy conditions in its home, if applicable, and at social events for its members and guests? How does the colony promote treating its members and guests with dignity (e.g., colony conducted the Fraternity's **DignityU** program)?

**3.** What does the colony do to educate members on the *Risk Reduction Policy of Sigma Nu Fraternity, Inc.* as well as the policies of the local institution? What role does the LEAD Program and/or the Fraternity's **educational poster series** play in these efforts (e.g., What LEAD sessions and or poster discussion guides has the colony hosted on risk reduction topics this year? Who was the audience for those sessions – new candidates, all members, officers, etc.?)?

4.  Has the colony held any sessions from the **Risk Reduction** or **Personal Development** modules from All-Chapter LEAD this year?  If so, which session(s) and who was the audience for each? Indicate if the colony sponsored or co-hosted any programs with other student organizations.

5.  How does the colony promote mental health and wellness to its members (e.g., use of the **Behind Happy Faces program**)? To other students or campus organizations? Indicate if the colony sponsored or co-hosted any programs with other student organizations.

6.  Has the colony attended or organized any educational sessions / workshops / speakers on **anti-hazing, sexual assault, or drug abuse** this year? If so, which session(s) and who was the audience for each? Indicate if the colony sponsored or co-hosted any programs with other student organizations. Workshops offered through the General Fraternity include **A Different Look at Hazing**, **Social Strengths**, **Bystander Strengths,** and **GenerationRx**.

7.  How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Values Congruent Environments #1.

### APPENDIX ITEMS FOR VALUES CONGRUENT ENVIRONMENTS

Colony social calendar.

Colony risk management/reduction plan and/or **Values Congruent Environments Action Plan**

# Personal Development and Membership Value

*Through the development of the organization and the individual the Fraternity adds value to the experience of its members by fostering the personal growth of each man's mind, heart, and character. This added value perpetuates a lifelong commitment to the organization.*

Personal Development and Membership Value stresses the importance of the development of our members as candidates, initiates, and alumni. The Fraternity adds value to the lives of its members by creating extracurricular experiences that support the Mission of Sigma Nu and the educational purpose of their host institutions.

## Intellectual Development

*Chapter/Colony will positively impact intellectual development by promoting the importance of academics and by supporting its members through activities which develop the intellect and support critical thinking.*

### ACADEMIC PERFORMANCE INVENTORY

|                    | Fall Semester (Fall Quarter) | Spring Semester (Winter Quarter) | Spring Quarter (If Applicable) |
|--------------------|------------------------------|----------------------------------|--------------------------------|
| Colony GPA         |                              |                                  |                                |
| All Men's GPA      |                              |                                  |                                |
| All IFC GPA        |                              |                                  |                                |
| Colony Rank in IFC | # of #                       | # of #                           | # of #                         |

*Note: the colony will be assessed based on the **two most recently available semester/quarter reports** as grades for the current term may not be available at time of submission. Input the prior term's grades in the table above.*

### MINIMUM STANDARDS

| Group | Minimum GPA Standard |
|-------|----------------------|
| Current Colony Members | |
| Officers | |
| New Candidates (to complete candidate education) | |
| Potential New Members (to receive a bid) | |

1. What are the key components of the colony's written academic plan? Explain GPA standards – for bid extension, initiation, members in good standing, and eligibility to hold office; incentives; role of a faculty advisor, if applicable; assistance programs/resources utilized for all members (e.g., regular chec k-ins, self-reporting by members); and any awards system currently being utilized by the colony. *Include the colony's written plan or completed copy of the Intellectual Development Action Plan as an item in the Appendix.*

2. What are the colony's academic goals (e.g., average GPA of new members/returning candidates/entire colony, number of members on Dean's list, specific rank in IFC, or similar)?

## ACHIEVEMENT GOALS

| Group | Achievements Goal for Each Group | | |
|---|---|---|---|
| | Fall Semester (Fall Quarter) | Spring Semester (Winter Quarter) | Spring Quarter (If Applicable) |
| New Members | | | |
| Returning Members | | | |
| Colony | | | |

3.  How does the colony promote academic achievement amongst its members? Include any incentives or recognition provided as part of a colony scholarship/academic program.

4.  How does the colony connect members with college/university resources to provide academic support for colony members (e.g., tutoring, writing center, academic success center, library tours, study groups)? How are new candidates introduced to these resources (e.g., organized tour, guest speaker, provided overview/contact list)? Which members are expected to use these resources (e.g., new candidates only, all colony members, those below a certain GPA)?

5.  Has the colony held any sessions or hosted guest speakers on academic success skills this year (e.g., time management, note taking, navigating library resources, study skills)? If so, indicate speaker and audience (e.g., John Smith, Academic Success Center Director, provided for new candidates).

**6.** List any honors programs or academic groups colony members have been admitted to and actively participate in. Indicate number of members in each.

**7.** What does the colony do to encourage members to participate in honors programs, academic groups and intellectually stimulating activities (e.g., lectures, study abroad, campus programs, faculty presentations and undergraduate research)?

**8.** Provide name and contact information of faculty advisor (prefix, name, title, email address).

### Faculty Advisor Information

| Prefix | Name | Title | Email Address |
| --- | --- | --- | --- |

**9.** How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Intellectual Development #1.

## APPENDIX ITEMS FOR INTELLECTUAL DEVELOPMENT

Written scholarship/academic plan or **Intellectual Development Action Plan**

College/University grade reports for fraternities and sororities from the previous two academic terms. **Note: the colony will be evaluated based on the two most recently available semester/quarter reports as grades for the current term may not be available at time of submission.**

Report from Faculty Advisor on their role with the fraternity and support of the colony's academic initiatives.

## Candidate Development

*Through a variety of learning and mentoring experiences, candidates are prepared to be initiated members of the Fraternity with a commitment to the values and purpose of Sigma Nu.*

1.  Describe the colony's candidate education program. ***Include the colony's written plan or completed copy of the*** <u>***Candidate Development Action Plan***</u> ***as an item in the Appendix.****

2.  How are LEAD Phase I sessions used by the colony in the candidate education program?

Indicate number of sessions completed and number of sessions using a guest facilitator for the two most recent terms.

| MOST RECENTLY COMPLETED TERM | PREVIOUSLY COMPLETED TERM |
|---|---|
| # of Phase I Sessions Completed | # of Phase I Sessions Completed |
| # of Guest Facilitators | # of Guest Facilitators |

**3.** For the two most recently completed academic terms, provide the number of men that accepted bids and were retained after their first term in the colony.

|  | MOST RECENTLY COMPLETED TERM | PREVIOUSLY COMPLETED TERM |
|---|---|---|
| Bids Accepted |  |  |
| Candidates Retained |  |  |
| Retention Rate |  |  |

Are there any additional factors that should be considered that might have affected the colony's retention rate (e.g., candidates removed for disciplinary reasons)? If so, explain.

**4.** How does the colony articulate Sigma Nu's anti-hazing heritage and stance to all candidates? What education is done to ensure all members understand the definition of hazing as described by The Law of Sigma Nu Fraternity, Inc., and the *Risk Reduction Policy*?

**5.** How are candidates exposed to community service activities during their candidate period (indicate completion of a group service project or expectations for candidates to conduct service individually)? Indicate the methods utilized for follow-up and reflection on the importance of these activities to the candidate education program and membership in Sigma Nu.

**6.** What are the **expected outcomes** of the colony's candidate education program (e.g., requirements for initiation; knowledge, skills, and experiences the candidates will acquire during candidacy)? In other words, by the end of the candidate period, the candidate class and/or each candidate will have…

**7.** What measures does the colony have in place to appropriate address any member violation of the Fraternity's anti-hazing policy, including expectation of candidate reporting of mistreatment to appropriate colony officers/advisors?

**8.** How does the colony reinforce the messages communicated through recruitment? Indicate how members serve as role models of the mission and values of Sigma Nu.

**9.** Is completion of CommunityEdu a colony requirement for completion of the candidate program? For the most recently completed academic term, what percentage of candidates completed the online course prior to end of the candidate program?

Percentage completed program.

**10.** How does the colony utilize the IFC and college/university to assist in candidate development? Do candidates attend all required campus-based programs sponsored for new members? Explain.

**11.** Does the colony invite alumni to attend Candidate ceremonies? If so, indicate which alumni attended which ceremonies this year.

**12.** Does the colony participate in **National Hazing Prevention Week**? Explain the colony's participation in campus events and/or hosting of its own programs this year.

**13.** Did the colony conduct a candidate retreat this year? If so, include the agenda for the retreat.

**14.** How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Candidate Development #1.

## APPENDIX ITEMS FOR CANDIDATE DEVELOPMENT

Candidate education calendar, including LEAD calendar for previous two academic terms.

Candidate retreat agenda and overview

Written candidate education program or **Candidate Development Action Plan** **– required for Acceptable rating**

## Brother Development

*The chapter/colony prepares brothers to be effective in leadership roles within Sigma Nu and other organizations and experiences. In addition, initiated members are prepared to be successful alumni.*

### LEAD INVENTORY

Indicate LEAD use this year by noting the number of sessions held and guest facilitators by phase.

| Fall | Sessions | Guest Facilitators |
|------|----------|--------------------|
| Phase I | | |
| Phase II | | |
| Phase III | | |
| Phase IV | | |
| All-Chapter | | |

| Spring | Sessions | Guest Facilitators |
|--------|----------|--------------------|
| Phase I | | |
| Phase II | | |
| Phase III | | |
| Phase IV | | |
| All-Chapter | | |

Indicate which sessions from each phase were held this year, as well as the facilitator, approximate attendance, and location of each session by filling out **this sheet**. Include the completed spreadsheet as an item in your Appendix.

Explain the model used to implement LEAD this year (e.g., each phase is provided to members in the same class – Phase II for sophomores, Phase III for juniors, etc.; all sessions outside of Phase I are offered to all colony members; other model).

Provide a statement of support from a participant of each phase the colony conducts. The participant should describe his experience with LEAD and how this year's program has impacted him and his fellow participants.

1. How was the LEAD Program used by the colony to impact the development of individual members and other areas of colony operations?

2. What campus-based, local, or national leadership development programs (e.g., LeaderShape, IMPACT, UIFI or similar) did members of the colony attend in the last year? Indicate the individuals, year in school and position held, where appropriate, for each program. If no program options available, indicate such as reason for not attending.

3. List the national Sigma Nu events attended by the colony in the past year (i.e., College of Chapters, Grand Chapter, and Sigma Nu Institute). Indicate the individuals, year in school and position held, where appropriate, for each event. If the colony was unable or chose not to attend a specific event, please explain why (e.g., academic conflict).

4. Explain the role and membership of the colony's LEAD Committee (indicate any advisors, officers, and other brothers on the committee). Is the LEAD Chairman an elected or appointed position? Does he have a seat on the colony's executive committee?

**5.** Describe the colony's use of guest facilitators/speakers in the past year to promote brother development. Include a listing of facilitators and topics covered. Indicate any alumni who served as guest facilitators.

**6.** How does the colony promote smooth, timely, and effective officer transitions? Is an official officer transition session or retreat held each semester/quarter or year? Explain.

**7.** Describe the brotherhood events and activities provided by the colony throughout the year. Indicate the venue, frequency, and total number of programs offered.

8. Does the colony hold an annual brotherhood retreat? If so, provide a description of the event with objectives and outcomes.

9. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Brother Development #1.

## APPENDIX ITEMS FOR BROTHER DEVELOPMENT

Written membership development plan for previous year, including LEAD calendar.

**LEAD Session Inventory**

Schedule and materials for brotherhood retreat

Officer transition retreat agenda and overview

**Brother Development Action Plan**

## Alumni Development

*Sigma Nu shall identify and engage alumni and volunteers to support the success of the chapter/colony, develop and perpetuate fraternal leadership, and increase the value of lifelong membership.*

1. Do alumni play an active role in the colony? If so, how? Indicate any entities in which alumni participate that actively assist the colony or that serve as continual networking and social outlets for alumni (e.g., Chapter Advisor, Alumni Advisory Board, House Corporation, Alumni Chapter, Alumni Club, etc.).

2. What does alumni advisement look like for the colony – are advisors assigned to specific officers or committees, how often does an alumni advisor attend colony or executive meetings?

3. Describe the role your alumni advisors play in the following areas: LEAD, academic support, colony goal setting/strategic planning, and PEP preparation & review.

## ALUMNI ADVISORY BOARD INVENTORY

Does your colony have an Alumni Advisory Board?

How many volunteers serve on the Alumni Advisory Board?

How often does the Alumni Advisory Board meet to review colony goals and objectives?

Does the Alumni Advisory Board continually identify, recruit, and train new Board members to ensure the sustainability of the Board?

On average, how often do individual Alumni Advisory Board members communicate with their designated colony officer(s) to offer mentoring/coaching advice?

## ALUMNI INVOLVEMENT INVENTORY

How often does an alumni volunteer attend colony meetings?

Do alumni members attend Candidate Ceremonies?

Does an alumni volunteer meet with the Leadership Consultant during each consultation visit?

Do alumni volunteers assist and advise the colony officers in preparing the petition?

Do alumni volunteers facilitate an officer transition workshop each election cycle?

Do alumni volunteers facilitate a strategic planning session with measurable goals and objectives with the colony leadership?

How often do alumni volunteers facilitate LEAD sessions or other leadership skill training workshops for the colony?

Does the colony have a House Corporation?
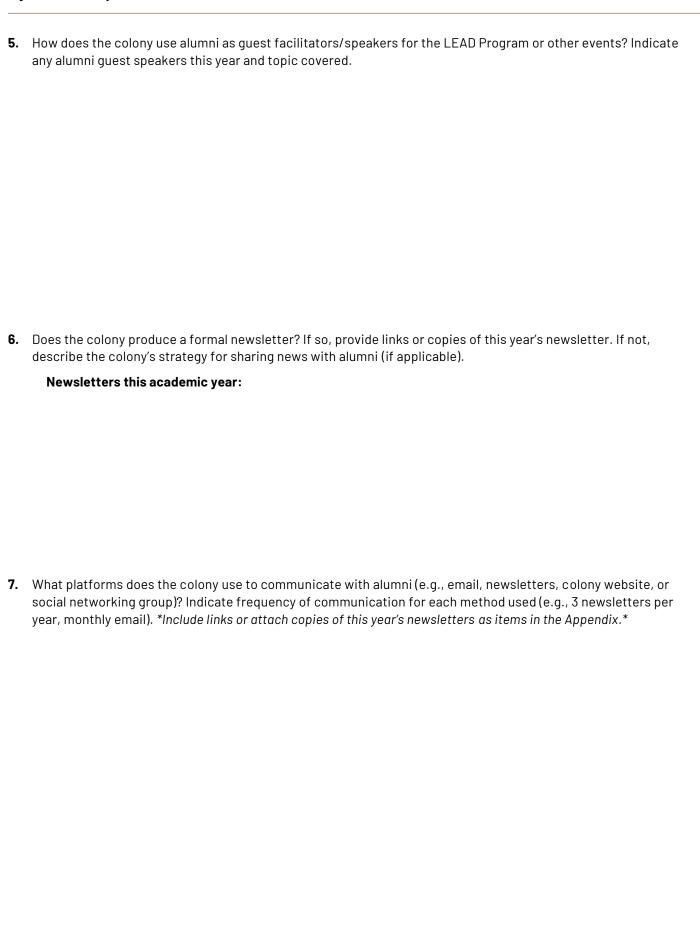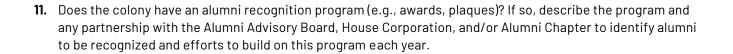
Does the colony have an active Alumni Chapter?

4.  Provide a directory of alumni officers for the following entities – Alumni Advisory Board Members (provide information for Chapter Advisor if no AAB exists), House Corporation Officers, Alumni Chapter Officers.
    **\*Submit this information by completing the [Alumni Officer Directory](#)**\*

    **Alumni Officer Directory attached:**

**5.** How does the colony use alumni as guest facilitators/speakers for the LEAD Program or other events? Indicate any alumni guest speakers this year and topic covered.

**6.** Does the colony produce a formal newsletter? If so, provide links or copies of this year's newsletter. If not, describe the colony's strategy for sharing news with alumni (if applicable).

    **Newsletters this academic year:**

**7.** What platforms does the colony use to communicate with alumni (e.g., email, newsletters, colony website, or social networking group)? Indicate frequency of communication for each method used (e.g., 3 newsletters per year, monthly email). *Include links or attach copies of this year's newsletters as items in the Appendix.*

**8.** How does the colony use these platforms to connect alumni and update them on the colony and alumni chapter (if applicable)?

**9.** How often does the colony submit news to the General Fraternity via the **Tell Us Your News form** or direct submission to **news@sigmanu.org** for potential re-sharing on social media and/or inclusion in *The Quarterly* or *The Delta*?

**10.** What events or other opportunities did the colony hold for alumni to connect with one another and/or the colony in the past year? Indicate venue, timing, target audience, and approximate alumni attendance for each event. *If possible, include an attendee listing for each event as a supplement in the Appendix (event, alumnus name, chapter & badge #).*

**11.** Does the colony have an alumni recognition program (e.g., awards, plaques)? If so, describe the program and any partnership with the Alumni Advisory Board, House Corporation, and/or Alumni Chapter to identify alumni to be recognized and efforts to build on this program each year.

**12.** How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Alumni Development #1.

## APPENDIX ITEMS FOR ALUMNI DEVELOPMENT

Written alumni development plan and calendar of alumni events or **Alumni Development Action Plan**

Report from Alumni Advisory Board or Alumni Chapter describing role and relationship with colony.

Copies of colony communications with alumni and colony website address.

Copies of minutes form Alumni Advisory Board meetings from the current academic year.

**Alumni Officer Directory** – Chapter Advisor and alumni officer directory – Excel file with listing by position, name, email, phone of Chapter Advisor, Alumni Advisory Board members, House Corporation officers, and Alumni Chapter officers.

Alumni Event Attendance Roster – for any events held for alumni, or colony events that alumni attended – provide event name, alumni attendee names, and badge #s.

# Operational Excellence

*Sigma Nu's organizational structure and internal operations will provide for the effective deployment of resources to deliver excellence in every facet of the Fraternity.*

To achieve excellence a chapter/colony must have a structure and adequate resources in place to facilitate chapter/colony success. These structures must maintain the integrity of the values and Mission of the Fraternity to ensure long-term success and development.

## Recruitment and Manpower

*The manpower of a chapter/colony must be sufficient to maintain all successful chapter operations in a manner which provides a positive fraternal experience. Further, Sigma Nu will strive for growth through an innovative, values-based recruitment program that engages new members who are committed to the founding principles of the Fraternity.*
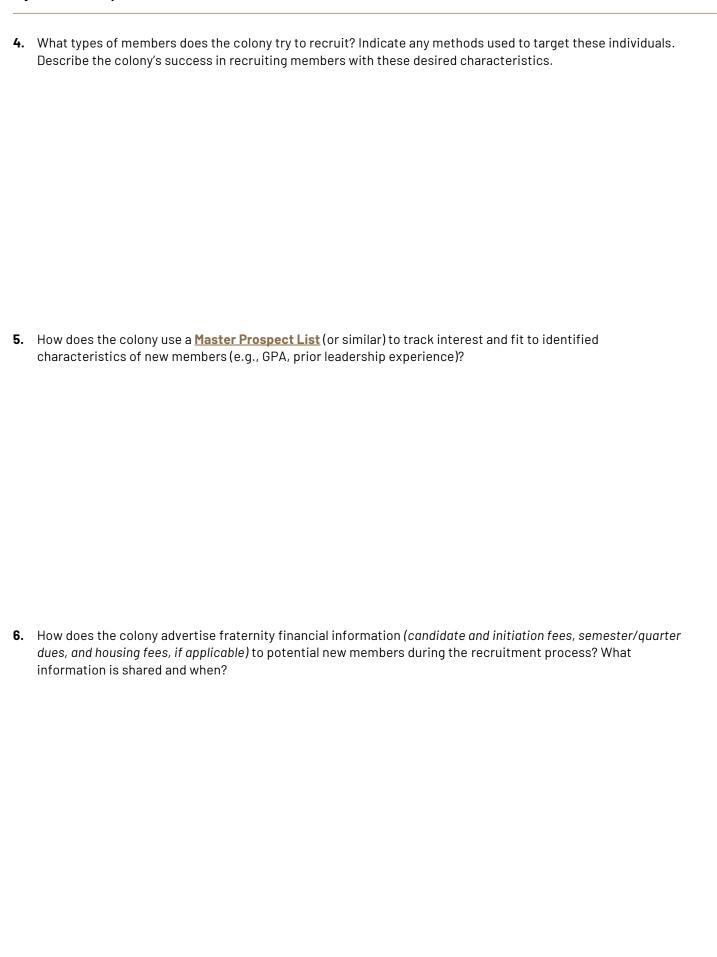
MANPOWER INVENTORY

| Current Colony Manpower (New and Returning Candidates) | Average IFC Chapter Manpower |
|---|---|
|  |  |
| **Number of colony members who are Sigma Nu legacies** | **Number of total candidates who accepted bids from the colony in the most recent term** |
|  |  |

1. Has the colony decreased, maintained its size, or grown since Sigma Nu staff left campus after the colonization term? How does this change, and the colony's current size, compare to the average manpower size of other IFC groups on campus?

**2.** Explain the colony's recruitment program and how it is executed. Describe the colony's recruitment goals for the current academic year and its overall plans to reach or maintain a specific total manpower/size. ***Include the colony's Recruitment and Manpower Action Plan as an item in the Appendix.****

**3.** How does the colony emphasize the values and purpose of the Fraternity in their recruitment and public relations efforts?

4.  What types of members does the colony try to recruit? Indicate any methods used to target these individuals. Describe the colony's success in recruiting members with these desired characteristics.

5.  How does the colony use a **Master Prospect List** (or similar) to track interest and fit to identified characteristics of new members (e.g., GPA, prior leadership experience)?

6.  How does the colony advertise fraternity financial information *(candidate and initiation fees, semester/quarter dues, and housing fees, if applicable)* to potential new members during the recruitment process? What information is shared and when?

**7.** Did the colony conduct a **recruitment skills workshop** with all members this year? When was the workshop conducted and who was the audience (e.g., two weeks before the start of recruitment in both the fall and spring, all members were expected to attend)?

**8.** Does the colony have a process in place for soliciting and acting upon referrals from alumni and/or campus and community resources (e.g., parents, high schools, honorary or values-based organizations, campus admissions office)? If so, describe that process and how it is used. How does the colony acknowledge receipt of referrals and what action is taken to follow up with both referrals and those making the referral? **If any alumni provided referrals, please include the name of the alumnus.**

**9.** Are alumni invited to attend any colony recruitment events? If so, indicate the events alumni were specifically invited to attend and **note any alumni that attended**.

**10.** Does the colony have a system in place for identifying and recruiting legacies? If so, describe that process and how it was used this academic year.

**11.** How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Recruitment and Manpower #1.

APPENDIX ITEMS FOR RECRUITMENT AND MANPOWER

**Recruitment and Manpower Action Plan** for the **current academic year.**

College/University manpower and recruitment reports.

## Chapter Operations

*Sigma Nu will ensure the necessary structures, systems, and resources are in place in support of the Fraternity. This includes fiduciary responsibility, organized administration, and effective planning so as to best achieve the aims of Sigma Nu.*
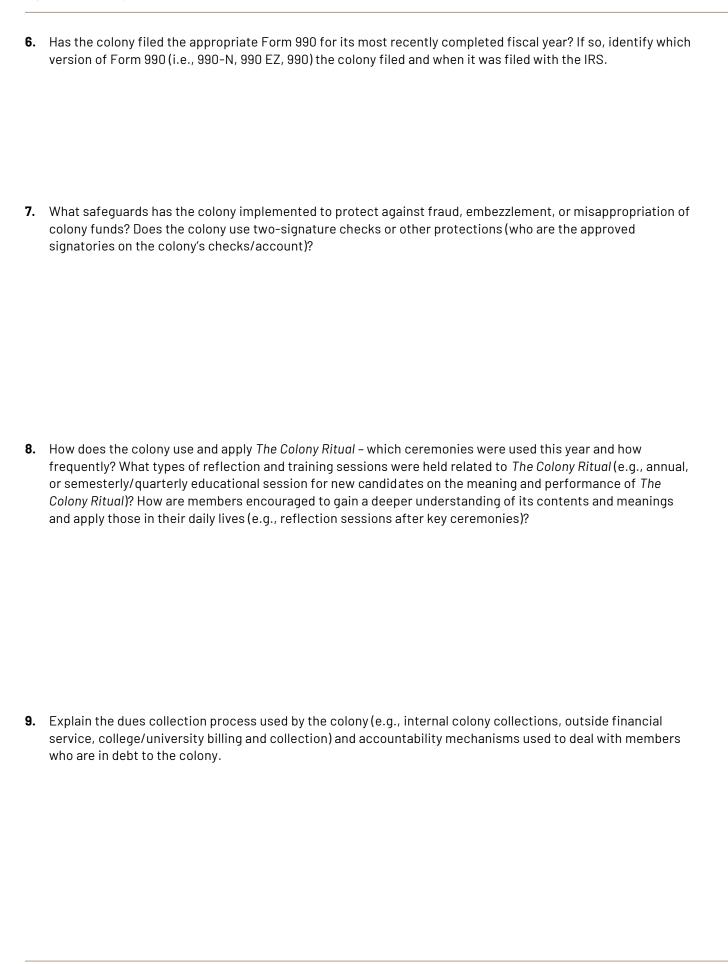
**1.** Outline the colony's annual budget. Note any total semester/quarter and annual deficits or surpluses.

**2.** Describe the colony's Finance Committee. Include the position of its members (e.g., Treasurer, Chapter Advisor, at-large members).

### Finance Committee Roster

| Committee Member Name | Position |
|---|---|
|  | Treasurer |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  | Finance Committee Advisor |

**3.** Describe the process used to prepare and pass the budget for each academic year (i.e., describe the budget, revenue to expense margin, process to develop and pass the budget – how the membership is informed on the process used to set the budget, how much dues will be and how they will be used).

**4.** What is the colony's current financial standing with the General Fraternity (current, 30- 60- >90-days past due, on a payment plan, other)? College/University? Other creditors?

Current percentage of accounts receivable more than 30 days past due
(outstanding debt of individuals *not on a payment plan* ÷ total billed this year)

**5.** How does the colony maintain its financial records? Are any electronic means used to keep financial records? Explain.
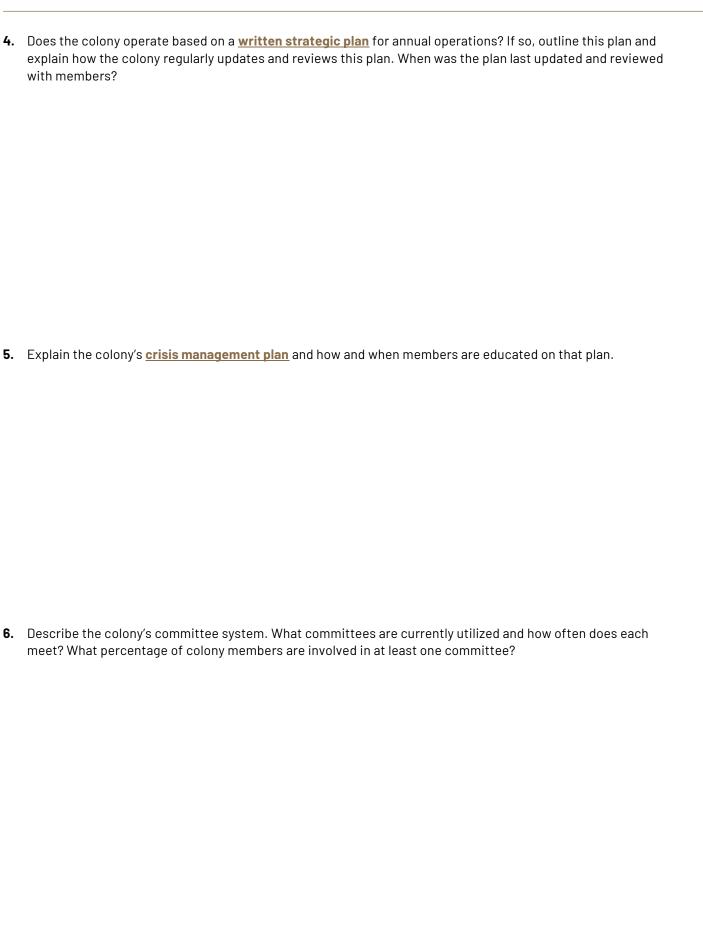
**6.** Has the colony filed the appropriate Form 990 for its most recently completed fiscal year? If so, identify which version of Form 990 (i.e., 990-N, 990 EZ, 990) the colony filed and when it was filed with the IRS.

**7.** What safeguards has the colony implemented to protect against fraud, embezzlement, or misappropriation of colony funds? Does the colony use two-signature checks or other protections (who are the approved signatories on the colony's checks/account)?

**8.** How does the colony use and apply *The Colony Ritual* – which ceremonies were used this year and how frequently? What types of reflection and training sessions were held related to *The Colony Ritual* (e.g., annual, or semesterly/quarterly educational session for new candidates on the meaning and performance of *The Colony Ritual*)? How are members encouraged to gain a deeper understanding of its contents and meanings and apply those in their daily lives (e.g., reflection sessions after key ceremonies)?

**9.** Explain the dues collection process used by the colony (e.g., internal colony collections, outside financial service, college/university billing and collection) and accountability mechanisms used to deal with members who are in debt to the colony.

**10.** Indicate whether the colony has a savings account and any deposits or withdrawals from that account.

**11.** Does the colony have a written process for reporting candidates, officers, and other updates to its Members Area roster (e.g., bylaw, other policy, or written guide)? What process does the colony use to ensure its roster aligns with the monthly General Fraternity billing statement? Has the colony had any late reporting fees or appeals this academic year?

**12.** How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Chapter Operations #1.

## APPENDIX ITEMS FOR CHAPTER OPERATIONS

End-of-year financial statements.

Colony budget and planning process.

E-file confirmation or copy of 990 filing document(s).

Roster of current colony members (first and last name).

**Chapter Operations Action Plan**

## Governance and Accountability

*Effective governance structures and measures of accountability must be in place within the Fraternity. These measures should complement the values of the Fraternity while maintaining integrity to the purpose of the organization.*

1. In the past year, how has the colony used the Honor Board? How has the colony educated its members in the use of the Honor Board (e.g., reviewing the complaint and hearing process the first meeting of each year)?

2. Has the colony been in violation of <u>The Law of Sigma Nu Fraternity, Inc.</u>, the *Risk Reduction Policy*, or College/University policy in the past year? If yes, please explain.

3. How often does the colony review and update its bylaws? When was the last bylaw update (date)? Describe the committee tasked with reviewing and distributing the bylaws (committee members, schedule, and method of distribution to members). How are bylaws reviewed with the new candidates (e.g., session with Recorder during week 3 of candidate program)?

**4.** Does the colony operate based on a **written strategic plan** for annual operations? If so, outline this plan and explain how the colony regularly updates and reviews this plan. When was the plan last updated and reviewed with members?

**5.** Explain the colony's **crisis management plan** and how and when members are educated on that plan.

**6.** Describe the colony's committee system. What committees are currently utilized and how often does each meet? What percentage of colony members are involved in at least one committee?

7.  In addition to the Honor Board, what other accountability mechanisms does the colony have in place (e.g., standard punishments for misbehavior listed in bylaws)? How are they implemented? How are members regularly educated on and encouraged to use these mechanisms? Provide examples of when this system was used in the past academic year.

8.  Has the colony conducted one or more of the following sessions from Module B of All-Chapter LEAD this academic year – Session 2: Delegation; Session 3: Effective Meetings; Session 5: Officer Transition; or Session 7: Accountability? If so, indicate the session(s) and the facilitator(s).

9.  How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Governance and Accountability #1.

## APPENDIX ITEMS FOR GOVERNANCE AND ACCOUNTABILITY

Report from college/university fraternity/sorority advisor indicating the colony has not been in violation of college/university policy this academic year.

Colony bylaws.

Colony **crisis management plan**.

Colony plan and goals from the previous year with an evaluation of progress made toward each goal (e.g., updated **Strategic Plan**).

Committee structure and meeting schedule from previous year.

Colony judicial board process (or other accountability mechanism).

**Governance and Accountability Action Plan**

# The Appendix

The colony should provide a comprehensive set of supporting materials as a separate appendix at the same time it submits the Colony Petition Booklet.

**The appendix should include twelve (12) sections – an introduction, one section to include the required supporting materials for each of the ten (10) areas addressed by the chartering criteria, and a section for photos taken as part of the (re)colonization process.**

## Supporting Documentation Checklist

*For easy reference, a full listing of documentation suggested to be included in the colony's petition appendix is below.*

### INTRODUCTION TO "XX" COLONY

Brief history of (re)colonization.

Roster of all colony members.

Roster of Alumni Advisory Board members and their positions

Statement highlighting three or four areas of operations. Please include, as part of this statement, anything the colony wishes for the High Council to focus on while reviewing the final petition.

Explanation of any additional materials submitted as part of the appendix that are not expressly called for as required supporting documents or any statements that address the colony's operations that do not directly align with a specific chartering criterion.

One single letter from the fraternity/sorority advisor covering recruitment, academics, involvement on campus, support of petition, and indication that the colony has not been in violation of college/university policy during the (re)colonization.

Additional letters of support from college/university faculty, personnel, organization presidents, or community members (number and recommenders are at the discretion of the colony).

### VALUES-BASED LEADERSHIP

#### Service and Philanthropy

Record of community service hours per member, with a description of the service project(s) – **Service and Philanthropy Tracking Sheet** or similar.

**Service and Philanthropy Action Plan**

#### Campus Leadership

Letter(s) verifying participation from sponsor or attendance certificate for campus-wide leadership development program.

Colony roster including organizational involvement. Indicate leadership positions where appropriate.

**Campus Leadership Action Plan**

#### Values Congruent Environments

Colony social calendar.

Colony risk management/reduction plan and/or **Values Congruent Environments Action Plan**

## PERSONAL DEVELOPMENT AND MEMBERSHIP VALUE

### Intellectual Development

Written scholarship/academic plan or **Intellectual Development Action Plan**

College/University grade reports for fraternities and sororities from the previous two academic terms. *Note: the colony will be evaluated based on the two most recently available semester/quarter reports as grades for the current term may not be available at time of submission.*

Report from Faculty Advisor on their role with the fraternity and support of the colony's academic initiatives.

### Candidate Development

Candidate education calendar, including LEAD calendar for previous two academic terms.

Candidate retreat agenda and overview

Written candidate education program or **Candidate Development Action Plan**

### Brother Development

Written membership development plan for previous year, including LEAD calendar.

**LEAD Session Inventory**

Schedule and materials for brotherhood retreat

Officer transition retreat agenda and overview

**Brother Development Action Plan**

### Alumni Development

Written alumni development plan and calendar of alumni events or **Alumni Development Action Plan**

Report from Alumni Advisory Board or Alumni Chapter describing role and relationship with colony.

Copies of colony communications with alumni and colony website address.

Copies of minutes from Alumni Advisory Board meetings.

**Alumni Officer Directory** – Chapter Advisor and alumni officer directory – Excel file with listing by position, name, email, phone of Chapter Advisor, Alumni Advisory Board members, House Corporation officers, and Alumni Chapter officers

Alumni Event Attendance Roster – for any events held for alumni, or colony events that alumni attended – provide event name, alumni attendee names, and badge #s.

## OPERATIONAL EXCELLENCE

### Recruitment and Manpower

**Recruitment and Manpower Action Plan** for the **current academic year.**

College/University manpower and recruitment reports.

### Chapter Operations

End-of-year financial statements.

Colony budget and planning process.

E-file confirmation or copy of 990 filing document(s).

Roster of current colony members (first and last name).

**Chapter Operations Action Plan**

### Governance and Accountability

Report from college/university fraternity/sorority advisor indicating the colony has not been in violation of college/university policy this academic year.

Colony bylaws.

Colony **crisis management plan**.

Colony plan and goals from the previous year with an evaluation of progress made toward each goal (e.g., updated **Strategic Plan**).

Committee structure and meeting schedule from previous year.

Colony judicial board process (or other accountability mechanism).

**Governance and Accountability Action Plan**